



Midland Park Elementary

2415 Midland Park Road
North Charleston, SC

Grades	PK-5 Elementary School	
Enrollment	750 Students	
Principal	Blondell Kidd, Interim	843-574-2183
Superintendent	Dr. Nancy J. McGinley	843-937-6319
Board Chair	Mrs. Toya Hampton Green	843-723-7831

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Below Average	Average
2008	At-Risk	Good
2007	At-Risk	At-Risk
2006	Below Average	Below Average
2005	Below Average	Good

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

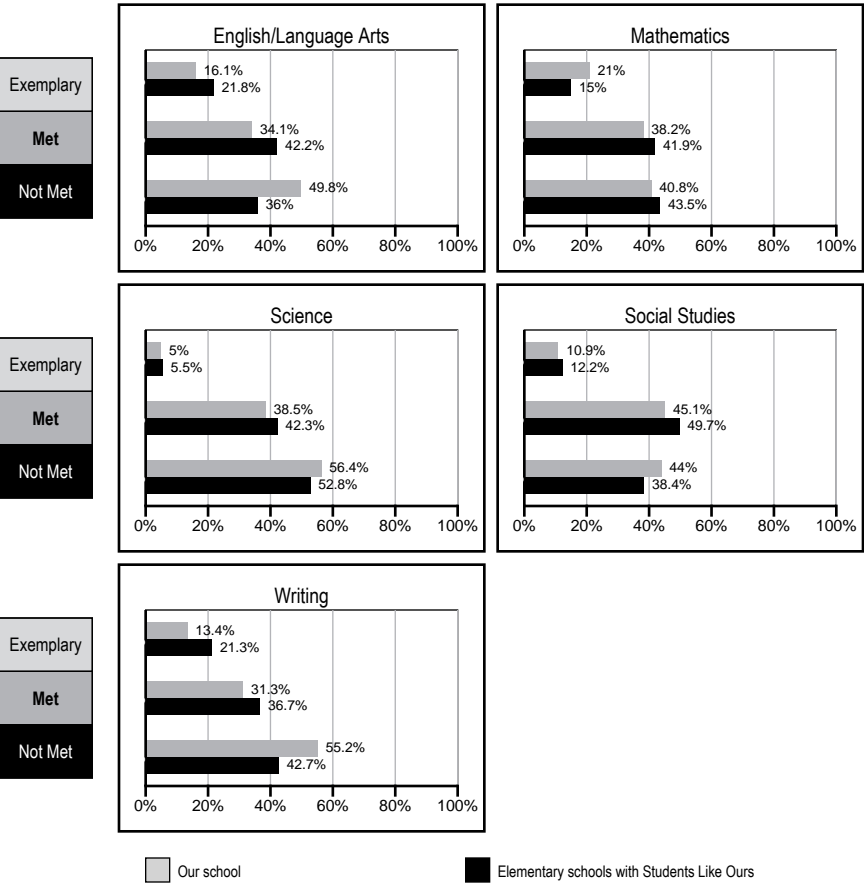
98.9%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	3	59	57	32

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=750)				
First graders who attended full-day kindergarten	97.7%	Up from 92.4%	100.0%	100.0%
Retention rate	0.6%	Down from 2.7%	2.5%	1.9%
Attendance rate	95.0%	Down from 95.4%	96.0%	96.3%
Eligible for gifted and talented	2.6%	Up from 2.5%	2.9%	10.0%
With disabilities other than speech	4.6%	Up from 3.4%	7.5%	7.7%
Older than usual for grade	0.6%	Down from 0.9%	1.2%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.3%	Down from 1.3%	0.0%	0.0%
Teachers (n=57)				
Teachers with advanced degrees	45.6%	Down from 47.5%	57.1%	59.4%
Continuing contract teachers	66.7%	Up from 62.7%	71.8%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	73.4%	Up from 72.6%	81.7%	85.9%
Teacher attendance rate	96.5%	Up from 94.3%	95.2%	95.1%
Average teacher salary*	\$40,884	Up 0.3%	\$45,923	\$47,149
Professional development days/teacher	15.5 days	Up from 8.2 days	10.7 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	3.0	4.0
Student-teacher ratio in core subjects	18.2 to 1	Up from 17.4 to 1	16.5 to 1	18.8 to 1
Prime instructional time	91.0%	Up from 89.0%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	No	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,368	Down 12.0%	\$8,670	\$7,458
Percent of expenditures for instruction**	72.7%	Down from 77.3%	68.5%	68.8%
Percent of expenditures for teacher salaries**	68.7%	Up from 64.4%	62.0%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008-2009 school year at Midland Park Elementary primarily focused on actively engaging students in order to move children to proficient and advanced levels, closing the achievement gap, and building a solid foundation to prepare students for on-time graduation. In addition, we focused on increasing parental involvement, increasing parental and teacher interactions, and enhancing classroom instructional strategies through ongoing staff development. We fully implemented the University of Chicago Everyday Mathematics series and added fifteen integrated SMART boards. We continued the use of the 6+1 Traits of Writing model and the Pat Cunningham 4-Block Reading model. Title I funding continued to provide Supplemental Educational Services and our Parent Educator, Etta Ferguson. Ms. Ferguson continued programs like our computer and English classes for parents. We were also the proud recipients of several Donor's Choose grants and other awards recognizing our hard work and accomplishments. We were featured on local and national news for meeting the needs of our diverse population.

Teams met weekly to discuss the Coherent Curriculum, instructional practices, and analyze data such as common assessments, Measures of Academic Progress (MAP) results, and Dynamic Indicators of Basic Early Literacy Skills (DIBELS). Our Instructional Resource Teachers, Barbara Rabon and Christina Mattioli, also assisted teachers in setting SMART goals and refining instructional calendars. This year we were able to host four student teachers from Charleston Southern University. We utilized the services of three University Instructors. These instructors worked with small groups of children in grades 3-5.

Opportunities for parental involvement were established through the continuation of family nights, PTA meetings, Family Movie Nights, school functions such as SMART (Science, Math, Reading, Arts, and Technology) Nights, our annual Fall Festival, and open invitations for all parents to attend School Improvement Council meetings. Communication with parents was sent home in both English and Spanish to inform all parents of school activities. This was facilitated by our translator, Delia Negron. Our school nurse, Alicia Rhoades, also continued our "Backpack Buddies" food program and coordinated a dental hygiene service for families in need.

MPE now has 29 SmartBoards, a new computer lab, a subscription to Bookflix, Education City, Sylvan Dell ebooks, and Everyday Math Online. Teachers were provided opportunities for professional development in best practices for the use of technology in their classrooms. All 3rd, 4th, and 5th grade classrooms are outfitted with SENTEO interactive response systems for immediate academic feedback.

We are excited about our accomplishments and look forward to continued success at Midland Park Elementary. Excellence is our standard!

Mr. Robert Candillo, Principal
 Mr. Paul Corey, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	61	72	52
Percent satisfied with learning environment	77.0%	81.7%	88.0%
Percent satisfied with social and physical environment	78.7%	77.5%	88.0%
Percent satisfied with school-home relations	85.2%	84.3%	98.0%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R-DELAY

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.5%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.0%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	295	100	49.8	34.1	16.1	65.5	84.9	82.8	Yes	Yes
Gender										
Male	158	100	56.6	33.6	9.8	62.9	81.8	79.3	N/A	N/A
Female	137	100	41.9	34.7	23.4	68.5	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	30	100	44.4	33.3	22.2	63	95.8	89.5	I/S	I/S
African American	129	100	47.5	41.5	11	67.8	74.8	73.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	96.4	92.3	I/S	I/S
Hispanic	129	100	54.3	27.6	18.1	62.1	76.3	76.5	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	94	82.5	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	22.2	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	130	100	54.3	27.6	18.1	62.1	75.6	75.1	Yes	Yes
Socio-Economic Status										
Subsided meals	273	100	51	33.1	15.9	64.1	74.9	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	295	100	40.8	38.2	21	68.9	81	78.9	Yes	Yes
Gender										
Male	158	100	46.9	37.1	16.1	66.4	79.3	77	N/A	N/A
Female	137	100	33.9	39.5	26.6	71.8	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	30	100	37	33.3	29.6	66.7	94.6	87.2	I/S	I/S
African American	129	100	41.5	44.1	14.4	68.6	67.9	66.7	Yes	Yes
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	94.6	93	I/S	I/S
Hispanic	129	100	41.4	33.6	25	68.1	76.7	76	Yes	Yes
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	92	79.5	I/S	I/S
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	18.5	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	130	100	41.4	33.6	25	68.1	77.1	76.1	Yes	Yes
Socio-Economic Status										
Subsided meals	273	100	41.4	37.8	20.7	68.9	69.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	194	100	56.4	38.5	5	43.6	68.9	67.5
Gender								
Male	100	100	62.4	32.3	5.4	37.6	68.2	67
Female	94	100	50	45.3	4.7	50	69.6	68
Racial/Ethnic Group								
White	21	100	55.6	22.2	22.2	44.4	90.4	79.5
African American	86	100	60.8	38	1.3	39.2	48.1	50.3
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	87.2	84.3
Hispanic	81	100	55.3	40.8	3.9	44.7	58.6	60.7
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84.4	71.2
Disability Status								
Disabled	21	100	85.7	9.5	4.8	14.3	36.6	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	81	100	55.3	40.8	3.9	44.7	58.3	59.6
Socio-Economic Status								
Subsided meals	181	100	57.3	38	4.7	42.7	50.2	55.1

Social Studies								
All Students	195	100	44	45.1	10.9	56	76.8	72.3
Gender								
Male	105	100	48.4	42.1	9.5	51.6	75.3	71.5
Female	90	100	38.8	48.8	12.5	61.3	78.4	73.2
Racial/Ethnic Group								
White	19	100	41.2	35.3	23.5	58.8	91.5	80.7
African American	83	100	42.1	48.7	9.2	57.9	62.7	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	89.5	88.5
Hispanic	88	100	48.7	41	10.3	51.3	71.4	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	90.9	72.2
Disability Status								
Disabled	16	100	87.5	6.3	6.3	12.5	46.6	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	89	100	48.7	41	10.3	51.3	71.6	67.9
Socio-Economic Status								
Subsided meals	178	100	44.4	44.4	11.1	55.6	64	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	292	99.7	55.2	31.3	13.4	44.8	74.1	70.2	95	96
Gender										
Male	156	99.4	63.2	29.9	6.9	36.8	67.8	63.2	94.9	95.9
Female	136	100	46	33.1	21	54	80.6	77.5	95.2	96.1
Racial/Ethnic Group										
White	29	100	53.6	28.6	17.9	46.4	90.4	79.1	92.2	95.9
African American	131	99.2	56.8	33.1	10.2	43.2	59.2	57.6	94.6	96
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	89.9	86.2	92.1	97
Hispanic	126	100	55.2	31	13.8	44.8	61.1	62.6	96.1	96.3
American Indian/Alaskan	3	I/S	I/S	I/S	I/S	I/S	84	68.7	95.1	95.8
Disability Status										
Disabled	27	100	N/AV	N/AV	N/AV	7.4	29.6	26.1	94.8	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	126	100	55.2	31	13.8	44.8	60.2	61.2	96.2	96.5
Socio-Economic Status										
Subsidized meals	274	99.6	55.4	31.5	13.1	44.6	59.1	58.9	95.2	95.7

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	100	100	37.5	37.5	25	62.5
	4	94	100	63.2	27.6	9.2	36.8
	5	101	100	48.9	37	14.1	51.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	100	100	47.7	27.3	25	52.3
	4	94	100	36.8	44.8	18.4	63.2
	5	101	100	38	42.4	19.6	62
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	51	100	57.8	35.6	6.7	42.2
	4	94	100	59.8	35.6	4.6	40.2
	5	49	100	48.9	46.8	4.3	51.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	49	100	34.9	46.5	18.6	65.1
	4	94	100	41.4	49.4	9.2	58.6
	5	52	100	57.8	35.6	6.7	42.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	96	100	48.9	28.4	22.7	51.1
	4	94	98.9	56.3	36.8	6.9	43.7
	5	102	100	60.2	29	10.8	39.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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